Visualizing and Inferring: Making what’s Implicit Explicit

Chapter 9 DEJ

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| Visualizing: movies in the mind | When one is reading a book the mind interprets the passages being read displaying a picture in your mind. This picture is the culmination of groups of words in the context they are perceived in by one’s mind using past experiences and current surroundings. |
| Visualizing with wordless picture books | Reading a book of which has no words but only pictures stimulates the mind. This stimulation causes the mind to fill in between the lines of the individual pictures giving one the complete idea based on scaffolding and past experience. |
| Visualizing from a vivid piece of text | The more information that one is given by the author of the passage one is reading the more complete the picture in one’s mind will be and in sync with what the author wishes to convey. |
| Visualizing in non-fiction text: making comparisons | When using comparisons to convey an idea one must present one of the comparative items that all or at least the majority of the readers can easily identify and picture in their head; such as: the rock he threw was as big as a basketball. |
| Visualizing in reading, showing not telling in writing | This occurs when the writer of the book or passage rights in such a style that it incites one’s feelings to produce vivid images while reading the passages. |
| Creating mental images that go beyond visualizing | It is possible in literature to create reading material that not only stimulates ones visual acuities but places such a vivid picture in ones mind that it is almost as if you’re touching, smelling or feeling what the passage is describing in words. |
| Inferential thinking: reading between the lines | While reading a passage of a book based on the demeanor of a character one may pick up on inferred sarcasm were subtle meanings that are not directly written. |
| Inferring the meaning of unfamiliar words | While reading a passage one may come across words they are not familiar with in such instances one continues reading and then goes back to unfamiliar word one may be able to decipher that words meaning from the rest of the passage. |
| Recognizing plots and inferring themes | The difference between themes and plots or that a theme is what the book is about and the plot is how the book demonstrates the theme. Such as: the Sherlock Holmes novels have a British mystery theme. The plot of each of the books varies based on the characters and their actions as they relate to the end of the book or passage. |
| Inferring and questioning to understand historical concepts | When starting a new topic to the class is good to us questions delving into the prior knowledge of the students to determine where to start the topic. Once that determination is made passing lead in questions hopes to generate preconception of what the topic is going to be as well as create interest in the topic generating more pre topic questions. |
| Rereading to clear up misconceptions | By rereading a passage it helps to clear up any unclear ideas or misunderstandings. A good approach to this would be to have the students read the next day’s passage at home and then read the passage out loud as a class having each student read a section of the passage and following up each students reading with a cause for questions if any exist. |